SYLLABUS  HONR 292C - Knowing Across Cultures: Wildlife Conservation Issues

INSTRUCTOR: Dr. Nicole Vieira

TIME/LOCATION: 1-1:50 m M/W/F in Natural Resources Building 106 (old part of building)

OFFICE HOURS: By appointment (send an email) or meet with me right after class

COURSE DESCRIPTION

The seminar will engage students in the exploration of ways of knowing across cultures by understanding different cultural perspectives and values, and analyzing how these perspectives and values influence what we know about self, others, and world issues. Specifically, we will look at how culture influences global conservation of fish and wildlife. Students will critically reflect on how power, privilege, cultural identities, historical frameworks, social systems, and cultural backgrounds interact with science to influence both conservation successes and intercultural conflicts over wildlife management. Students will also learn to recognize effects of different “ways of knowing” and cultural biases on the interpretation of facts, empirical data, observation, and experience, and how they shape understanding of the possibility for certainty and objective knowledge in conservation, and in life in general. We will explore these themes through readings, group discussion, movies and videos, guest speakers, walking field trips and outside time!

COURSE LEARNING OBJECTIVES

After completing this course, a successful student will be able to:
1. Identify and analyze how cultural values influence ways of knowing on individual, societal, and global levels in a diversity of academic disciplines and social contexts.
2. Apply and integrate diverse ways of knowing to analyze and interpret contemporary issues and topics.
3. Articulate how cultural frameworks and social systems influence what knowledge is produced and how knowledge is constructed, expressed, accepted, and contested.
4. Understand the limits of knowing, how knowledge changes, and the social, historical, political, and cultural influences that shape ways of knowing across cultures.
5. Critically assess issues of identity, culture, ownership, and power as they relate to the processes of knowledge production across cultures.
6. Recognize and apply interdisciplinary connections and intercultural overlaps among ways of knowing across cultures.
7. Describe and evaluate how different methodologies influence ways of knowing and what is known.

RECOMMENDED TEXTS for help with writing and speeches:

REQUIRED READINGS AS ASSIGNED:
Readings will be posted on CANVAS – check regularly. Read the material BEFORE class. Please bring your reading with you to class for reference during discussion.

ASSIGNMENTS and TENTATIVE DUE DATES:
Assignment details and rubrics will be posted on the CANVAS website for the class:

FEB 4: PICC self-assessment due (counts towards participation points!)
FEB 25: Essay #1 due (Monday, by midnight)
MAR 25: PART 1 of FINAL Project/Essay due
APR 7: Project #2 materials due (Monday, by midnight)
APR 22-MAY 8: Speeches as assigned to individuals will be delivered to the class
MAY 12: PART 2 of FINAL Project/Essay due by midnight, Saturday Dec 9

* Short writings/assignments will be due for each week of materials, due dates and formats variable and will be posted in CANVAS – check regularly!!
* Students will lead group discussions, for a grade. You will also rate your discussion contribution daily.

THERE IS NO FINAL IN THIS CLASS – I WILL BE GRADING YOUR ESSAYS DURING FINALS WEEK
EVALUATION SYSTEM

The requirements that will be used to evaluate student learning are:

1. Discussion question assignments: weekly assignment on readings (15% of grade).
2. Two critical analysis writing/research projects (30% of grade).
3. Formal speech (15% of grade). A 7-minute extemporaneous speech to the class related to content.
4. Final Critical analysis and research writing project (25% of grade).
5. Participation- HIGH LEVEL EXPECTED (15% of grade, evaluated by self and instructor).

GRADING

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation/attendance- MUST be at a high level!!</td>
<td>15%</td>
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<tr>
<td>Discussion questions and assignments</td>
<td>15%</td>
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<tr>
<td>Writing/research projects (2)</td>
<td>30%</td>
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<tr>
<td>Final research paper (parts 1 and 2)</td>
<td>25%</td>
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<tr>
<td>Formal speech (1)</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grade distribution (plus/minus grades may be used where beneficial to student):

- 90-100%     A
- 80-89%      B
- 70-79%      C
- 60-69%      D
- <60%        F

Incomplete

The grade of “I” is a temporary grade awarded to indicate that for reasons beyond the student’s control or that the student could not have reasonably have anticipated, he/she could not complete the requirements for the course. When an instructor assigns an “I,” he/she shall specify in writing the requirements the student shall fulfill to complete the course. After one year, or at the end of the semester in which the student graduates (whichever comes first), an “incomplete” grade will automatically be changed to an “F” grade unless the course has been completed and the grade change submitted. Student must be in good academic standing in the class in order to receive an incomplete. (CSU Faculty Council policy).

CLASS CONDUCT/EXPECTATIONS

READ ALL the posted readings (and read them carefully) and participate in discussions: you will have the opportunity to serve as a group leader and will also be a participant, and you will routinely rate your performance based on the rubric attached to this syllabus. I expect everyone’s full attention in group discussions, with respectful behavior towards your fellow classmates in the discussion. Some of our topics are controversial, and there will be students whose opinions are radically – and perhaps maddeningly- different than yours. Give everyone a chance to speak and encourage those that are timid by asking questions. YOU MUST PARTICIPATE ON EVERY DISCUSSION – this is CENTRAL to being an Honors Student. Stay off phones, put down the head phones, and engage. Your grade depends on it! You will rate your contributions, and I will also rate your contributions.

I also expect high quality writing for your assignments. I will provide editorial suggestions on ESSAY 1 to help you reach that high standard. That is, IF you turn in quality material that I can work with. You will leave my class with better honed communication skills, both oral and written, if you don’t wait until the last minute for your essays. Write a draft, put it down, read it again the next day, and FIX IT. I promise you, you will find things that need fixing and polishing if you just take a mini break between your final version and then your FINAL version.

ENJOY! My goal is to provide intellectual stimulation and self -reflection, in a very laid back and social environment, on a cool topic, with assignments that are easy to do well on… if you give it some effort.
COURSE SCHEDULE: TOPICS, READINGS, AND OTHER MATERIALS

Weeks 1 through 5 – The Nature and Values of Knowing

Week 1: What is Knowing?

M(1/21): HOLIDAY, no class

W(1/23): Course introduction
   Wallace Stevens, “Thirteen Ways of Looking at a Blackbird”

F(1/25): Colors – listen at home RADIO, Why Isn’t the Sky Blue
   Martha Nussbaum, Not for Profit, Chapter II
   “WAYS of KNOWING” mini-lecture

Week 2: What is Knowing (continued) and challenges of knowing


W(1/30): Thomas Nagel, “What is it Like to be a Bat?”
   Gerry Callahan, “Chimera”

F(2/1): Richard Feynman, “The Value of Science”
   Ray Bradbury, “The Flying Machine”
   SCIENTIFIC METHOD: revisited with ways of knowing

Week 3: What Do We Know and How Is It Expressed?

M(2/4): Anne Fadiman, “The Spirit Catches You and You Fall Down: Epilepsy and the Hmong”
   Kathryn Schulz, On Being Wrong, TED Talk, watch at home

W(2/6): Eli Clare, (Exile and Stones excerpt)
   EXCERPT “WHEN ELEPHANTS WEEP” – when language is limited

F(2/8): Alison Renteln, Environmental rights vs. cultural rights, Carnegie Council for Ethics in International Affairs
   P. Erikson, A-whaling we will go: encounters of knowledge and memory at the Makah Cultural/Research Center
   (IN -CLASS DEBATE on WHALING)

Week 4: Who Owns Ways of Knowing?

M(2/11): NO CLASS TODAY

   WATCH VIDEO Wade Davis, The Worldwide Web of Belief and Ritual (cultures of humanity)

W(2/13): What is wildlife conservation? Mini lecture
   READING: Aldo Leopold, “Wildlife in American Culture” in A Sand County Almanac

F(2/15): GUEST SPEAKER: Prof. Emeritus Gene Decker, Cultural values of wildlife

Week 5: Who Owns Ways of Knowing (Con’t)?

M(2/18): Binyavanga Wainaina, “How to Write about Africa”.

W(2/20): START GROUP PROJECTS: how wildlife is viewed by world religions (and “non”-religions!)
FIELD TRIP TO GERGY ALLICAR MUSEUM OF ART
Connect again on your group project after selfie is taken, if needed

Weeks 6 through 12 – Integration of Knowing: Issues in Conservation of Fish and Wildlife

Week 6: The global environmental and cultural backdrop for conservation
W(2/27): FINISH RELIGIONS GROUP PRESENTATIONS
F(3/1): ESSAY1 Decompression: informal presentations and discussion on each film

Week 7: How our ethics and values influence fish and wildlife conservation
M(3/4): NO CLASS TODAY
AT HOME VIDEO, Jim Martin, “The perfect storm: factors influencing conservation in the 21st century”

Week 8: Management challenges for wildlife conservation
Lindsey, P. et al. 2015. Life after Cecil: channeling global outrage into funding for conservation in Africa, Conservation Letters
F(3/15): NO CLASS TODAY
AT HOME VIDEO: (En)snared

Week 9: SPRING BREAK (Mar16-24), NO CLASS, HAVE FUN and BE SAFE!!

Week 10: Management challenges and animal welfare

D. Baron, “Culture-human and animal” in The Beast in the Garden: a modern parable of man and nature (Real life account of mountain lion attacks in the front range, CO, pgs. 150-166)
Week 11: Fisheries and exotic species

F(4/1): CHOOSE ONE VIDEO, and be ready to present/discuss the main issues with global fisheries:

Troubled Water or END of the LINE documentaries

START GROUP PROJECTS


J. Smith. 2018. Illegal wildlife trade overwhelms federal enforcement, likely unstoppable without increased public awareness

Week 12: Conserving all things, great AND SMALL

M(4/8): PROJECT 2 ECOTOURISM PRESENTATIONS

W(4/10): PROJECT 2 ECOTOURISM PRESENTATIONS

F(4/12): GUEST/FIELD TRIP: Insects Rule! Hands on bug fest with Dr. Boris Kondratieff, in E005 Plant Sciences

Vogel, G. 2017. Where have all the insects gone? Science

Week 13: Success stories: new parks, crime fighting and education


Lochner, A. Asian nations joins to protect snow leopards. AramcoWorld 2018.

IN CLASS VIDEO: Jaguars in Mexico: “ranching for wildlife”

W (4/17): VIDEO Krithi Karanth: The consequences of living with wildlife (in India), Breakthrough Institute, 2018


F(4/19): FUN IN CLASS ACTIVITY- share the good news of conservation success stories!

Week 14: (APR 22,24,26): Formal Speeches (M/W/F)

Weeks 15: (APR29, MAY1, MAY3); Formal Speeches (M/W/F)

M(5/6): Formal Speeches

W(5/8): Formal Speeches

F (5/10): LAST DAY! Class wrap up

SUNDAY (5/12): FINAL PAPERS DUE ON CANVAS by midnight on SUNDAY!
Honors Competencies and Skills for Honors Students ("PICC" feedback)
The CSU University Honors Program has prioritized four general competencies skills that should be addressed in each honors course. These skills include (1) Professionalism, interpersonal skills, and emotional intelligence; (2) Interdisciplinary learning integrated with global and/or cultural viewpoints; (3) Critical thinking; and (4) Creativity and problem solving. This is a two-stage process. First students complete a self-evaluation of these skills at the beginning of the semester. At the end of the semester instructors will provide feedback for each student, based on assignments and activities. The feedback is part of the University Honors Program; it is for advising purposes only and is confidential. It is not part of a student’s grades or academic record. A standardized rubric is used to provide feedback for growth in these areas and to measure the Honors Programs progress in helping students to develop these skills through their academic career. The feedback categories and activities/assignments used to measure progress in HONR 293 are listed below and noted in the assignment descriptions.

<table>
<thead>
<tr>
<th>Skill Category (PICC)</th>
<th>Relevant Course Activities &amp; Assignments</th>
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| 1. Professionalism, interpersonal skills, & emotional intelligence: Acts ethically & positively to foster a supportive instructional or work environment. Has the emotional intelligence (ability to perceive, evaluate, & manage emotions) & interpersonal skills to work effectively with others. | • Class participation & conduct  
• Discussion question assignments  
• Formal speech |
| 2. Interdisciplinary learning integrated with global &/or cultural viewpoints: Integrates diverse knowledge, perspectives, &/or skills into arguments &/or strategies; is aware of and can clearly incorporate global &/or cultural perspectives to an argument or issue. | • Class discussions  
• Discussion question assignments  
• Writing projects  
• Final research paper  
• Formal speech |
| 3. Critical thinking: Student advances a position with specific theses or hypotheses & can conceptualize ideas or lines of thought. Conclusions and related outcomes acknowledge complexities of an issue (implications and consequences) and recognize differing points of view. Formulates & develops claims with sufficient support, including reasoning, evidence, & persuasive appeals, & proper attribution where necessary. Uses written and oral communication effectively in persuasive arguments. | • Class discussions  
• Discussion question assignments  
• Writing projects  
• Final research paper  
• Formal speech |
| 4. Creativity & problem solving: Creatively applies discipline-based and/or cross-discipline-based knowledge to discover and design a variety of forms often using a problem-solving strategy | • Class discussions  
• Discussion question assignments  
• Writing projects  
• Final research paper  
• Formal speech |

Instructions for completing the student self-evaluation using online PICC form:
1. Click this [link](http://honors.colostate.edu/picc), or go to [honors.colostate.edu/picc](http://honors.colostate.edu/picc) in your web browser.
2. Log in with your eName and password.
3. Click on the blue “Create New” button at the top of the page to bring up the PICC Entry Form.
4. At the top of this new page is a link to the full PICC rubric, which you should review before completing the form.
5. The Assessment Type, Student, and Semester fields should be filled in for you.
6. Choose your instructor from the drop down menu.
7. Choose the course for which you are filling out this evaluation from the drop down menu.
8. Choose the level (B, D, P, and M, for basic, developing, proficient, and mature, respectively) for each of the four skill categories. Note that comments justifying why you chose this level are required.
9. If you have any general comments, add them to the general comments field. This field is optional.
10. Once you have checked to ensure the form is correct, click the ‘Submit’ button. All done!
If you have any questions or technical problems, email Honors Tech Support at [honorstechsupport@colostate.edu](mailto:honorstechsupport@colostate.edu)
Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a "3".

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<tr>
<th>Grade</th>
<th>Criteria</th>
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<td>0</td>
<td>Absent.</td>
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| 1     | Present, not disruptive.  
Tries to respond when called on but does not offer much.  
Demonstrates very infrequent involvement in discussion. |
| 2     | Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.  
Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).  
Does not offer to contribute to discussion, but contributes to a moderate degree when called on.  
Demonstrates sporadic involvement. |
| 3     | Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.  
Offers interpretations and analysis of case material (more than just facts) to class.  
Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.  
Demonstrates consistent ongoing involvement. |
| 4     | Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).  
Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.  
Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.  
Demonstrates ongoing very active involvement. |